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ABSTRACT

The American Association of Community and Junior Colleges organized a consortium of five observation and demonstration colleges to implement pilot programs aimed at older adults. Site selection was made on the bases of geographic dispersion, community variation, economic characteristics, and the proportion of older adults in the population. This publication consists of five papers, written by practitioners in the field, describing activities of the colleges involved in the project: Tri-County Technical College (South Carolina), Clackamas Community College (Oregon), Community College of Allegheny County (Pennsylvania), Flathead Valley Community College (Montana), and Southeast Community College (Nebraska). The activities described represent customized responses to local conditions, but offer practical advice on what can be done to improve the quality of life of older adults and how to get started. The colleges show a high degree of responsiveness to community needs, and a leadership capability through work with not only senior groups and individuals, but also agencies and organizations. In each case the participating college was able to identify local resources to pool together with external funds to launch a comprehensive array of new services. (NHM)

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OLDER AMERICANS AND COMMUNITY COLLEGES: SELECTED PAPERS

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December 1974

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PREFACE

People who work to mobilize community colleges to address priorities of the elderly observe a thirst for information in this area on the part of educators, government agencies, and citizen groups. There is a dearth of information from practitioners--the people in community colleges who have day-to-day opportunities of working with the priorities of older Americans. Because of this persistent interest, it was considered desirable to publish papers developed by such persons.

The publication consists of short papers by persons in community colleges who have demonstrated leadership in taking on the tasks associated with the needs of older members of the communities served by the colleges. The papers are based largely on presentations made by the authors at the 1974 Convention of the American Association of Community and Junior Colleges and/or at other meetings conducted under the auspices of the Association. An introduction, prepared by the editors, summarizes the papers and gives brief background information on the colleges mentioned in the papers as well as information on the Association's efforts related to aging.

The papers are strong on what can be done to improve the quality of life of older Americans and how to get started. Emphasis is placed on the necessity to interlock the resources of community colleges with other resources within the community and external to the community. The activities described in the papers represent customized responses to local conditions. With apparent variations, other community colleges may find it desirable to replicate these activities.

The community colleges that served as sites for the activities reviewed in the papers have been members of a consortium organized by the American Association of Community and Junior Colleges under a grant from the Administration on Aging, Office of Human Development, U. S. Department of Health, Education, and Welfare. The Association is indeed indebted to the Administration on Aging for its financial support and to the five community colleges and their staffs for their creative endeavors to service the needs of older persons and the community agencies and institutions that work with older persons.

As editors of the publication, we express our gratitude to the authors for their efforts in preparing the papers. Further, we wish to thank the several members of the AACJC staff who assisted in the preparation of this publication. In particular we are indebted to William Harper and Carolyn Schenkman for their editorial advice and to Carol Caprione for her secretarial assistance.

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INTRODUCTION

The American Association of Community and Junior Colleges (AACJC), supported by a grant from the Administration on Aging, Office of Human Development, U. S. Department of Health, Education, and Welfare, has identified priorities for community colleges, junior colleges, and technical institutes to consider in addressing the needs of older Americans. Two publications, Older Americans and Community Colleges: An Overview, and Older Americans and Community Colleges: A Guide for Program Implementation have resulted from activities conducted under the grant. The Overview reports primarily on community college involvement in five areas: (1) manpower training programs; (2) Retired Senior Volunteer Programs; (3) retirement education programs; (4) cultural enrichment courses; and (5) free or reduced tuition. The Guide for Program Implementation suggests methods for initiating, expanding, and/or improving existing involvement in manpower training programs, services to senior citizens, and coordination with area aging agencies and other community resources.

Additionally, a consortium of five observation and demonstration colleges was organized to implement pilot programs in five different settings across the nation. The colleges were Tri-County Technical College (South Carolina), Clackamas Community College (Oregon), Community College of Allegheny County (Pennsylvania), Flathead Valley Community College (Montana), and Southeast Community College (Nebraska). Site selection was made on the bases of geographic dispersion, community variation, economic characteristics, and the proportion of target group members in the population. Papers describing activities of the colleges involved in the project are included in this publication to provide access by planners to reports of actual community college involvement with older Americans.

Tri-County Technical College is located in the Appalachian region of South Carolina. Approximately 10 percent of the population is over 60 years of age, and 38.4 percent of the elderly live below the poverty level. Goals for meeting senior needs were set by the college in the areas of manpower training, education, and referral services. Training of manpower is seen as having an indirect effect on the elderly by providing specific training for service-rendering personnel. A two-year associate degree program in human services with an emphasis on aging was developed by the college. The education component consists of courses of interest to the elderly taught on both an individual and group basis. Finally, in the area of referral, three programs are being launched: (1) courses for agency employees to include specific information needed for referrals; (2) development of an information center; and (3) coordination between college staff and local councils on aging to assure constant access to the referral system.

A suburban Portland, Oregon, community college sought to involve their senior citizens more fully in the college program by having senior representation on all of its advisory committees. Through two funded projects at Clackamas Community College, short-term manpower training programs, a two-year human services curriculum with a specialty in aging,

nutrition education programs, and a Retired Senior Volunteer Program have been implemented. Other activities have included community education classes, community-wide social events, issuance of "Gold Card" discount cards, and transportation of seniors to special events.

Pittsburgh, Pennsylvania was chosen for its industrial urban character. Its senior population contains a high proportion of members of industrial and craft unions and former employees of diversified business and industrial concerns. At the Community College of Allegheny County, the response to many innovative programs demonstrated the need and desire by social agencies and individuals for the expansion of programs to impact on the elderly population. Manpower training was determined to be a top priority need. In response to that need, an extensive repertoire of short-term training courses for professional service personnel and volunteers (both senior and nonsenior), was developed. Also, community contact indicated a need for, and led to the development of exercise, crafts, local history, and personal safety classes in field locations. In addition, College staff members became actively involved in local, state and regional councils concerned with older Pennsylvanians.

Flathead Valley Community College, Kalispell, Montana, is located in a popular retirement area for state residents. Since twenty-one percent of Kalispell's population is over the age of 60, programs for senior citizens have been a high priority for the college. During the time of the funded project, the college has been concerned with three areas: outreach programs, information and referral, and coordination with councils on aging at various levels. Cable television has proved a valuable resource in information and referral. For a widely dispersed target group, troubled by lack of mobility, television is a useful medium of delivery for educational, recreational, and cultural services. The college has operated the Retired Senior Volunteer Program serving the area. A great effort has been expended in assisting the local and regional councils on aging. For example, students of the college have conducted surveys and analyzed data to help the councils develop plans for program implementation. The college has seen its role as one of developing community services for the senior population.

Citizens of the state of Nebraska have the longest life expectancy in the nation: 71.95 years. Southeast Community College, Lincoln, Nebraska, delineated their priorities to include exploration of new programs relating to the needs of the elderly in education, information, and job training; and the training of service-rendering personnel. The first priority was determined to be pre-retirement education. A six session program was developed on the subjects of attitudes toward aging, sucessful retirement models, aging as a normal process, retirement housing arrangements, retirement economics, and legal aspects of retirement. The college has expanded its role as a resource to community agencies and organizations.

Under the grant made to AACJC by the Administration on Aging, the participating colleges were given subgrants to cover about over half of the salary of a program coordinator for a one year period. It was expected that colleges would supplement this sum from regular college revenues and other sources.

As reported in these papers, the delivery capabilities of community colleges have been demonstrated through the project. The colleges have shown a high degree of responsiveness to community needs and are capable of exerting leadership in the community through work with senior groups and individuals as well as with agencies and organizations with responsibilities to address the needs of the elderly. Further, it is clear that in each case the participating colleges were able to identify local resources to pool together with the external funds to launch a comprehensive array of services that did not previously exist in their respective communities.

In the case of the activities of the five institutions involved in the Older Americans project, limited judgements as to the long range impact may be made. Indeed, the concept should be implemented on a large scale in diverse communities to further test its efficacy. AACJC staff recommend that other colleges explore the feasibility of expanding their programs to be more responsive to the needs of older citizens in their communities. Area agencies on aging and agencies at all levels, are urged to institute actions mobilizing community colleges on an expanded scale to ensure that a wide range of alternatives are available to address the needs of older Americans.

SENIOR INVOLVEMENT AT CLACKAMAS COMMUNITY COLLEGE

by

John Hakanson

Background

"Senior citizens" may be thought of as simply another group of people with special educational needs. Over the years, our educational structure has responded to the recognized differences in age groups of young people with diverse educational mechanisms to meet these educational needs. Only recently have we begun to recognize and accept the fact that educational needs do not stop at some given point of achievement, nor at any given age. The requirements of an age group for educational services, in fact, may be more intensive in old age than they have been for many years as people move into this period with its special traumas and restrictions. Community colleges, more than other institutions of the educational structure, should recognize the validity of the claims seniors should be making for educational services, and such institutions should respond strongly and positively to this segment of our population.

At Clackamas Community College, we have not done nearly all we should, but we have made some significant progress, and we are laying substantial plans.

Clackamas is Oregon's third most populous county, with a population of 178,000. The Clackamas Community College District includes most of this geographically large county, which is the suburban part of the Portland metropolitan area. Of the 178,000 people living in the county, some 15,000 are 65 years of age or older, and 3,000 of these can be classified as living below the federally-defined poverty level of $1,749 annual income per person.

While senior-oriented college programs are not directly aimed at low-income groups, we do feel a special urgency in making our responses readily available to those who need help the most. The college also participates in and carries out other programs which are directed at people with low incomes in all age groups. A large proportion of these people are seniors.

Working closely with the local area aging agency--Clackamas County Senior Citizen's Council--the college involves seniors in the community. Also, the college helps initiate or develop those parts of the council's comprehensive service delivery plan where it is able to do so.

Clackamas Involvement with Senior Citizens

Many senior-oriented activities are regularly scheduled as part of the college's program.

For example, at least one senior citizen serves on each of the 27 lay advisory committees which help the college keep its curricular and service programs in line with community needs. On one of the committees, the Community Services Advisory Committee, both the chairman and vice-chairman are seniors.

Our senior citizen Gold Card program appears to have been the first of its kind in Oregon. It was started at Clackamas eight years ago, and since that time every community college in Oregon has adopted the same plan or one similar to it. Even Oregon State University and the University of Oregon are now using a limited version of the plan for their activities.

Any Clackamas College District senior citizen, 62 years or older, may receive a Gold Card by applying at a local high school. The card entitles the bearer to attend high school or college dramatic, musical, or athletic events without charge. It also allows the senior citizen to register for any college class, tuition free. This has been the most successful at Clackamas Community College. It is estimated that of the 3,845 students enrolled in community education classes, 400 senior citizens took advantage of the Gold Card program in the Fall Quarter, 1973. Fifteen Gold Card holders registered for college transfer classes--one as a full-time student in general education. To date, approximately 2,800 Gold Cards have been issued to senior citizens in the county.

Another highly successful campus program involving senior citizens is the Green Fingers community garden. Green Fingers is operated on several acres of campus land divided into 142 plots, 20' x 40'. Anyone in the community who wants to garden but has no land to cultivate is invited to take a plot. Water, seeds, and fertilizers are provided through donations. There are no restrictions on what is planted, and gardeners are wholly responsible for managing their own crops. Many seniors and low-income families use the garden plots as a means to supplement their food supplies. Approximately 125 gardens were successfully grown last year.

Last summer, a boat trip on the Columbia River was offered through the courtesy of the Portland Yacht Club. It was one of the most enjoyable events of the summer for the 52 participating senior citizens. Arrangements for the trip, including lunch, were made by the Community Services Advisory Committee, and it was publicized through the Clackamas County Senior Citizen's Council, and the college public information office.

On at least two occasions, the college has joined with other groups and organizations in the county to organize a salmon bake for seniors. Well over 1,000 elders attended these picnics. The governor of the state and one of Oregon's congressmen have spoken at these gatherings.

Other college services which have been useful to senior citizens include the following: (1) the speakers' bureau, which regularly sends

staff members to address groups; (2) assistance in publicizing senior activities; (3) printing of publicity and information; and (4) seminars on topics of special interest. When possible, college vehicles are used to provide transportation for groups of seniors to various events.

College counselors make their services available to seniors, and college staff members function on various committees, boards, task forces, and steering committees working for and with senior citizen groups. For example, I had the pleasure of being chairman of a 30 member Planning Task Force which assessed seniors' needs in the county and made recommendations regarding projects which would be funded by federal grants.

Community education classes are available for everyone, but there are some specifically tailored to the elderly. Some examples are Physical Fitness for Seniors, The Aging American, and Understanding Your Social Security. One student in a physical fitness class was a 93-year-old lady. She enjoyed it thoroughly and her younger classmates found it difficult to keep up with her. Residents in retirement homes and other senior centers have requested specific classes held on the premises, including sewing, knitting, bridge, oil painting, and writing.

Two Funded Projects

Clackamas Community College has received funds for two important projects related to the elderly within the past year. The first of these is the Senior Involvement Project, funded by the Oregon Department of Human Resources Program on Aging, the college, and the American Association of Community and Junior Colleges. The second project is the Retired Senior Volunteer Program (RSVP) funded through ACTION and the college.

Phase I activities of the Senior Involvement Project included in-service training for people working with the elderly in institutional settings. One of these classes was held at Dammasch Hospital, a state mental institution. Instructional emphasis was on the sociological implications of aging.

Another manpower training program was held in February. The two-day workshop covered motivation techniques, reality orientation, understanding depression, behavior modification, and recreational management and direction. Volunteers working with the elderly, and staff and administrators of nursing homes were among the participants. Orientation to the Aging and Their Health Care, another manpower training program at the paraprofessional level, was taught on campus.

A two-year Human Services curriculum with an Associate in Science degree is planned with basic core classes coupled with a specialty. The specialties will include some or all of the following: child care, mental health, educational aide, social service agency aide, and aging. A practicum in the specialty selected is a requirement of the curriculum.

Approximately 35 seniors attended a class on the Aging American at a local Loaves and Fishes chapter, with another scheduled to begin soon. Loaves and Fishes is one of several names given to county programs of federally-assisted meal plans for the elderly. Others are called Meals on Wheels and Welcome Break. The Loaves and Fishes programs are sponsored locally by churches, fraternal organizations, or community schools. Groups in charge of the programs are responsible for the preparation and serving of lunches two or three times a week.

One of the conditions of federal funding for these programs is that in addition to serving food, some form of social interaction opportunity is also provided. The college, through its speakers' bureau, adult basic education program, and the Senior Involvement Project, helps meet this condition by providing speakers, films, classes, and musical or dramatic presentations.

College instructors have made nutrition information available to seniors through the Loaves and Fishes program but have not met with overwhelming success. However, a Shopper Helper workshop, with tips on stretching the food dollar, shopping and cooking for one or two persons and how to use freezers and other present-day appliances, had a spin-off that shows promise. Two workshop participants reported what they learned to senior centers. It is hoped that interest in further study will be stimulated among seniors.

There are some frustrating aspects to consider regarding nutrition education programs for the elderly. Established habits are difficult to change, particularly among older persons. Food prepared and served in familiar ways is comforting, while change is threatening. Also, persons who are chronically ill become easy prey to food fads or quack medicine. Nutrition is not so exciting a topic of conversation as quick cures or fads.

One instructor pointed out that more time should be spent in educating people in their 50's and 60's in proper dietary habits and in making other preparations for the retirement years. This would be the proverbial "ounce of prevention," making the "pound of cure" less urgent.

Pre-retirement classes, seminars, and other kinds of learning experiences are being organized, some of them in conjunction with industry and business. The basic emphasis of these programs can be described with two words I have heard used by community college proponents many times: "pragmatic living."

One of the emphases of the Senior Involvement Project is to enhance the opportunities for seniors to contribute to the solution of their own problems, as well as to those of others. We avoid speaking and acting in terms of doing things "for" seniors; rather we conduct ourselves so as to do things "with" seniors. Most older people have been meeting heavy responsibilities for many years. Many of them are not ready to quit doing that entirely, nor should they be encouraged to do so. Most

seniors need the stimulation and opportunity of participation and involvement.

The Retired Senior Volunteer Program (RSVP) is funded to provide senior citizens, retired and over 60 years of age, opportunity to offer their time and skills in volunteer service. The program began at Clackamas on April 1, 1973, and by the end of the year volunteers had numbered 79 contributing 3,089 volunteer hours of service at more than 30 volunteer stations. Their duties have included work in schools, senior centers, hospitals, nursing homes, offices, libraries, parole and probation offices, and community centers. They do clerical work, mailings, telephoning, driving, visiting, tutoring, and many other tasks for which their experience qualifies them.

Outstanding among RSVP volunteers is Grace Downing, 85 years old, the 1973 RSVP Volunteer of the Year. Grace has logged 361 hours in telephone reassurance calls in about four months. Dr. Frank Eaton, a 74-year-old retiree, is teaching a German class on campus. Our oldest volunteer is Bob Boyd, a retired blacksmith who is 93. He spends hours tutoring reading in a local elementary school.

RSVP volunteers have been trained to assist other seniors in filling out tax forms. Their services are available at senior centers or at Loaves and Fishes meetings.

A newsletter and weekly "Seniors on the Move" newspaper column in a local paper stimulates interest and opens communication lines among seniors by reporting activities of RSVP volunteers.

Since Clackamas Community College received its operational grant, four other community colleges in Oregon have become grantees for RSVP.

Looking to the Future

Our involvement with seniors has prompted me to begin thinking in terms of a different strategy of teaching. In trying to teach seniors the skills of pragmatic living and better nutrition, perhaps instructors should scrupulously avoid their more traditional role, which might be caricatured as "teacher knows best." Rather, it should be assumed that the senior citizen already knows something about pragmatic living and practical nutrition, which could and should be shared.

Thus, "instructor" and "students" could create a joint role in which all become "learners." In this way, seniors might be induced to pick up additional skills to enrich their lives and certainly the "instructors" would learn much about applied gerontology, ie., how to cope gracefully with the aging process.

In our desire to help seniors with their problems, the danger of generalization and over-simplification is ever present. Senior citizens are not all poor, lonely, and ill; and they certainly are not all dis-

organized and ineffectual in coping with day-to-day living. Mentally and emotionally, 65-year-olds are not much different from the people they were at 64, and perhaps even at 34.

We would have an easier job if all seniors were sweet old folks, living in one central location, and eager to let us help them. In reality, some seniors are cantankerous and suspicious of anything unfamiliar, even as you and I are. Others are vigorous, active citizens, who would snort at the idea of needing help. They relish their independence--and this is healthy. In our state, most of the elderly are scattered throughout the community, and not found in neat pre-packaged groups.

We have attempted to reach the elderly segment of our society who need and want help. Some need to be persuaded and encouraged to resume an active role in the community. Motivation, then, is one of the tasks we need to accomplish. We need to let them know we consider their contribution beneficial to all of us.

Seniors also need assistance in making their collective voice heard. The local political structure must be made aware of the senior citizen and his problems. Keeping in mind the cliche about the "squeaking wheel," our seniors need organizational help in order to get some well deserved "grease."

As a tax supported institution, our efforts along these lines must often be discreet, but they can be effective. We can act as a catalyst--encouraging communication and cooperation between human service agencies; providing meeting rooms for senior groups; assisting with the design and production of printed materials; and making information and resources available when needed. Problems can be defined in such a way that those involved are able to develop solutions and marshall the resources required to make those solutions operational.

We can expand the concept of community schools to provide direct education in the form of resource information, classes, and programs in the immediate neighborhood in order to relieve transportation problems, a problem of special importance to older people.

With the percentage of our population over age 65 increasing annually, we cannot afford to overlook any opportunity to involve seniors in the life of the community. From a purely selfish standpoint, their experience and expertise is simply too valuable to lose. We need to find ways to apply their wisdom to community problems.

Senior citizens, as individuals, and as organized groups, also have something else they can contribute to the successful operation of your college--their vote. Most public community colleges must occasionally go to the voters for financial support. In Oregon, we do this perhaps more often than in any other state.

Traditionally, seniors are believed to vote negatively on school financial issues, because they receive few tangible benefits from schools. In some instances, the belief may be right. However, our experience at Clackamas indicates that if necessary services are provided, seniors will respond positively. At our last election, some ten months ago, one polling place was located in a retirement settlement. The vote at this polling place was 220 to 29 in favor of our tax levy. Providing services and meeting needs pays off, in more ways than one.

With 15,000 people in Clackamas County age 65 and over, perhaps we ought to have 15,000 different approaches to the problems of aging. Recognizing that impossibility, Clackamas Community College will continue to provide whatever assistance it can in helping our seniors pursue their lives in dignity and comfort. We will do all we can in this computerized, impersonal age to let them know that somebody cares, and to demonstrate that their contributions are valuable and valued.

SERVING OLDER AMERICANS: PROGRESS AT TRI-COUNTY TECHNICAL COLLEGE

by

Don C. Garrison

The priority that Tri-County Technical College (South Carolina) has placed on addressing the needs of the older members of our community rests on basic trends that generally pertain to all community colleges even though there may be variations in conditions from state to state. In this paper, these trends and the response being made by Tri-County Technical College are reviewed.

Need for Human Services Program for the Aging

The need for human service programs to focus on the needs of the elderly becomes obvious from a brief review of the recent history of state and federal efforts in the field of aging. The 1971 White House Conference on Aging helped focus attention on the needs of our aging population - such as a decent income, adequate food and shelter, access to health care, and sufficient transportation to end isolation caused by our "mobile" society. Because of a lack of many vital services, too many elderly citizens have been forced into situations of dependency where they eventually lose all desire to cope with personal problems and totally withdraw from community involvements.

South Carolina has been progressive in recognizing the need for legislation and community action to meet present and future needs of its aging citizens. In May 1959, the South Carolina General Assembly provided for a legislative committee to study the problems encountered by the aging in the state, to prepare reports of their findings, and to make recommendations for action. In 1966, the South Carolina Interagency Council on Aging was created to administer federal funds available under Title III of the Older Americans Act of 1965. The Council was transformed into a Commission in 1971, and its organizational structure was altered to allow more efficient, responsive administration. All of this has prepared South Carolina for programs which might effectively provide total fulfillment of planned education and training to meet the needs of the elderly giving South Carolina's technical colleges a challenge to respond with appropriate services.

The 1970 census makes it clear that over the next 27 years the elderly population is expected to increase markedly. By the end of the Twentieth Century it is estimated that from 40 to 45 million Americans will have had their 65th birthday. In terms of sheer numbers then, as a nation we have a vital stake in training persons to provide services for this rapidly expanding age group. In recognition of this clearcut need,

Congress recently enacted the Older Americans Comprehensive Services Amendments to authorize an all-out effort to meet the critical shortage of trained personnel for applied programs in gerontology. One specific directive given the Commissioner on Aging was to develop a national plan to train persons in the field of aging.

Sadly, 75 percent of the 5,000,000 couples with one partner over 65 have an annual income of less than $5,000; 62 percent have less than $3,000; and 52 percent have less than $1,500 per year. The elderly poor in 1969 constitute 20 percent of all persons 65 and older. In our own community, approximately ten percent of our current population is above 60 years of age and 38.4 percent of this group has an income below the poverty level. Though specific figures for South Carolina are not available, the dependency ratio suggests that the ratio of productive to nonproductive citizens is no better than 1 : 1 in our state at the present time. Since only four percent of the nation's aged live in institutions such as nursing homes, living arrangements conducive to maintaining health within the community are vital to elderly persons. The number 65 and older increased by 21 percent during the past decade, contrasted with an increase of only 12.5 percent in the general population. Florida counts 14.5 percent of its population over 65, with a new population growth of 37 percent from 1960 to 1970. South Carolina showed an increase in population of 8.7 percent during the same period, about half that of Georgia and Virginia. Thus, South Carolina can expect an additional relative increase in its percentage of elderly population during this decade.

Factors of Aging to Consider in Program Planning

One fact, well known to all who are associated with programs on aging, is that there will never be enough professional personnel to fill the demands which exist for working with our senior citizens. Most of the programs developed to date have provided either continuous, repetitive research into problems of the aged, or institutionalized types of training for the senior citizens at central locations. Few programs appear to exist which provide for professional training in serving the aged by bringing knowledge of nutritional needs, health care, agency interactiion and locations, and management of a limited family income to them in their own communities.

Longevity is favored by maintaining a positive outlook on life, a useful and satisfying role in society, and good physical functioning. Thus, the variety of programs and services of benefit to the elderly is limited only by imagination, creativity, and the practical considerations of time and money.

Nutrition offers one of the most promising practical approaches to retard the aging process. Underfeeding has extended the lives of some experimental animals by 50 percent: antioxidants hold considerable promise to extend life, and some scientists predict a 20 percent increase in man's longevity by 1990 by use of special diet.

Shelter, one of the basic human needs, is usually expensive and sometimes inaccessible for large numbers of low-income elderly persons. In South Carolina, a substantial portion of the elderly population is too poor to qualify for low-income housing. Shelter involves more than mere structure. Services such as transportation, health care, sanitation, and education must be provided conveniently if the problem of shelter for the elderly is to be successfully solved. The opportunity for the meaningful use of leisure is another great need in our society - especially among our elderly. The provision of leisure time activities can help make aging a rewarding experience, a time of increased opportunities for the "good life" rather than a time of deterioration and retrogression. The educational process is continuous throughout the life span of an individual and can be a really important instrument in enriching the life of the elderly.

The base for all day-to-day activities of human beings is the community; it is here that the need of belonging is satisfied. People work, play, and obtain their economic and social services in communities; and virtually all social participation takes place in the community, whether it be with friends, relatives, or casual acquaintances. The need of belonging is critical for the aging and elderly. Numerous studies of the "problems of the aged" document that as people grow older, their roles in families, religious organizations, occupations, and voluntary civic endeavors become less meaningful and less active. Compulsory retirement, the problem caused by having older in-laws living with the family unit, the fast pace at which our society moves, the willingness and desire to try new ideas rather than hold to the wisdom accumulated by experience, all tend to estrange the elderly from normal avenues of community participation.

These factors may force them into a state of dependency which is caused less by their inability to function effectively than by a community's inability to make vital use of them. The fact that this occurs at the very time in history when shortages in trained manpower to fill vital community jobs are experienced, particularly in the professions, and when the need for volunteer services in health and welfare agencies is greater than ever, makes the situation particularly ironic.

Existing vocational retirement policies often require that many adults retire in the midst of their most fruitful years. This departure removes very valuable skills from the industrial community which is, in many cases, already experiencing a scarcity in professional and skilled employees, and the young-entry employees cannot fill the gap left by their departure.

The problem of financial planning is intensified as a person approaches senescence. Sources of income are usually insufficient and unstable and since the cost of living is rising, life becomes even more difficult. At this time, it is very important for the elderly to plan their estates properly and to understand the tax laws so that every advantage can be taken.

These problems - nutrition, shelter, recreation, belonging, jobs, and financial planning - are not the sum total of all the problems the senior citizen faces, but they are some of the major problems which demonstrate the need for developing a human resource associate program to attack and reduce their severity.

Background of the Tri-County College Aging Project

The Tri-County Technical College (formerly Tri-County Technical Education Center) came into being in 1962, less than one year after the South Carolina General Assembly established a statewide network of public two-year technical education centers or technical institutes. The college is located at the apex of Anderson, Oconee, and Pickens Counties. These three counties are the most northwestern countries of South Carolina and contain a population of approximately 225,000 people within the 2,000 square mile area.

Staff of Tri-County constantly explore educational needs within our three-county community and region. Due to the demographic data of our own community relating to senior citizens and the national awareness of specific needs of this segment of our population, a proposal was developed to meet some of the specific needs of senior citizens in our region. The director of the Center for the Study of Aging and Human Development of the Duke University Medical Center reviewed our proposed project and subsequently approved partial funding. Officials of the American Association of Community and Junior Colleges (AACJC) also reviewed the proposal and approved the necessary remaining support.

Scope of the Project

The project has been underway for several months and we expect to accomplish all of the stated objectives by the end of the 1974-75 school year. The basic purpose of the project is to develop one of South Carolina's most neglected resources - people - and invest this resource in a field bankrupt in skilled manpower - aging.

The scope of the project includes the formulation and implementation of a program to meet the needs of senior citizens in the Appalachian Region of South Carolina with emphasis on meeting the needs of citizens in Anderson, Oconee, and Pickens Counties. It is being accomplished by working to achieve three major objectives which constitute the three-pronged thrust of service, education, and referral.

The first of these components, scheduled to be implemented in September of this year, will provide indirect service to senior citizens through a manpower training program. This manpower complement, when developed, will offer services to senior citizens both in institutional and community environments, such as "project plea," "meals on wheels," extended care centers, welfare, social security, nursing homes, and other social agencies. This will be accomplished by the initiation of a two-year associate of applied science degree program to train job-entry per-

sonnel and a sequence of curriculum and non-curriculum courses designed to aid current social agency employees in more efficient services to our senior citizens.

The second thrust is presently well underway. The education component is designed to offer educational programs to both individuals and groups of senior citizens. Courses such as Proper Nutritional Habits, Health Care, Budgetary Planning, Arts and Crafts, and Recreation will be offered. Tuition (no fees or books included) will be free to all senior citizens sixty (60) years of age or older in these courses which are designed to contribute to the "good life" of our senior citizens. At present there are over 600 senior citizens in our service area enrolled in general educational programs. Another 413 are enrolled in "retraining" courses such as Housewiring, Driver Training, Brick Masonry, Cabinet Making, and Small Engine Repair.

The third major thrust of the project is that of offering referral services in the community, both from senior citizens to proper agencies, and from agencies to senior citizens. The referral phase of the program is taking, or will take, three directions: first, courses will be organized for agency employees to assure that all employees understand their roles and responsibilities to their senior clients; second, the Human Resources Associate's Department Chairperson and staff will act as an information center for individuals, groups, and social agencies who need direction to proper agencies where services can be obtained; and third, the Associate's Department Chairperson and staff are becoming active in the counties' councils on aging so that they can become an information bank, coordinating agent, and "the glue" to hold the councils together.

Three additional specific, but less major, objectives are also contained in the project.

These objectives relate directly to the Human Resource Associate educational program (a program that leads to the associate in applied science degree) to be implemented in September 1974. These specific objectives are

(1) To develop and implement a multi-directional training program by September 1974, which will train personnel to provide service, education, and referral to the elderly within the Tri-County community and the Appalachian Region of South Carolina,

(2) To recruit, enroll, and graduate 20 to 30 area specialists annually (beginning in 1976) and to offer services to senior citizens in both institutions and community environments,

(3) To employ a department chairperson and staff who will teach specialists in this program and serve as a liaison with all senior citizen groups and agencies within the region.

In support of the above objectives, the following courses comprising

a curriculum with a focus on aging will be implemented in Human Services:

Human Growth and Development I	Personal Finance
Introduction to Gerontology	Crisis Management
The Aged in Contemporary Society	Nursing Care for the Elderly
Self Awareness	Developing a Therapeutic Community for the Elderly
Active Therapy I	Introduction to Social Work
Human Growth and Development II	Communications Skills Development
Concepts of Work and Leisure	Special Problems of the Elderly
Community Organizations	Effective Speaking
Active Therapy II	Supervised Field Placement I
Consultation	
Nutrition and Health	

The final phase of the project contains an evaluation report. This report will describe all work performed to include a complete outline of the program and a complete description of how the programs were developed, conducted, and evaluated. Continuation plans will also be presented in the final report. The report will be used in the approval process for acceptance of the new educational program. Final approval for all new educational programs to be implemented within the technical college system must be given by the South Carolina Board for Technical and Comprehensive Education and the South Carolina Higher Education Commission. Documentation of need is the most critical requirement of the approval process.

The project has opened new avenues of service for the community. Additional objectives, not included in the project as funded by Duke University and AACJC, are either being, or will be, supported from other sources such as the technical college counties' Council for Aging, industry, The South Carolina Commission on Aging, other agencies responsible for offering services to senior citizens, and other projects funded by the Appalachian Regional Commission.

Problems Encountered in Implementation

There are several problems that have to be solved in the Human Services program. First, finding a person qualified to coordinate the program has caused a serious delay. We have been unable to find a person with both the administrative background and the technical knowledge required. Apparently, the output of graduate programs in this field is not enough to satisfy the current demand for highly trained individuals in the field of aging. A second problem, and perhaps the most serious, is that the program is simply ahead of its time. The newness of the program and its innovative nature have caused some lack of understanding in state and local social welfare agencies. It takes a concentrated effort to educate these agencies to the benefits of such a program.

A related problem is that of getting recognition from the heads of state and local social welfare agencies. The social agencies are manned by professionally-trained personnel (usually with a Master's Degree), and there has been some difficulty in getting them to accept these two-

year graduates with such highly specialized training. However, progress is being made through an intensive educational effort.

In order to establish positions and job classifications for graduates, it is essential that officials understand the need for the capabilities of the highly specialized graduates who will be produced.

The Community College Mission in the Field of Aging

Enrollment in community/junior colleges is up this school year by ten percent, while senior institutions are experiencing an enrollment decline. Community college advocates believe our institutions "have it all together." Programs are structured to be responsibe to the needs of the people and the community we serve. There are senior citizens who are members of our community. We all know the purpose and mission of our institutions. Senior citizens have needs which the community college can and must meet.

Many community colleges across our nation are demonstrating daily that they can provide many services to senior citizens. Coordination and cooperation with local aging councils, the state aging commission, regional councils of governments, regional education boards such as Southern Regional Education Board (SREB), state and private university centers, and institutes for the study of aging is necessary if efforts are to yield the maximum possible returns.

In conclusion, I cite the testimony presented in June of 1973 to a special U. S. Denate Special Committee on Aging concerning training needs in gerontology:

> "...If the quality of life of the elderly is to be improved, each researcher, each planner, and each agency administrator presently working in the field of aging must be matched with a team of persons specifically trained to render services. Trained researchers, planners, and administrators must be complemented with trained paraprofessionals, technicians, or parageróntologists to meet the needs of the elderly economically and effectively. The nation cannot afford the luxury of a trained corps of professionals working with untrained service-rendering personnel. This practice is economically unsound and does harm to countless senior citizens.
>
> We feel that the nation's community colleges have the capability to improve the manpower picture in the field of aging. The number of these two-year institutions increases annually. Community colleges are now situated in more than 1,100 communities. Each of these communities has locally a potential resource for improving the manpower that works with the elderly people."

PROGRAMS FOR OLDER AMERICANS AT SOUTHEAST COMMUNITY COLLEGE

by

Robert Varela

Realizing that the life expectancy of Nebraska residents is the highest in the nation, Southeast Community College felt impelled to expand its services to persons at the upper end of the age scale. Aging problems that are being brought to the attention of the nation today are most pertinent to Nebraska.

In 1973, a proposal was submitted to the American Association of Community and Junior Colleges (AACJC) by Southeast Community College, Lincoln Campus (Nebraska), to fund activities consistent with the philosophy of the college of responding to community needs in the area of aging. The college sought to expand its existing programs and to explore new programs relating to the educational, informational, and vocational needs of senior citizens, as well as to the training of practitioners prepared to work with older persons.

Overview of College Involvement

One of the functions performed by staff of the college is to provide linkages between community and college service efforts. Specifically, a staff member of the college serves on the board of the Retired Senior Volunteer Program (RSVP). Concomitantly, assistance in printing and public relations activities has been offered. Facilities and other services are shared. Another similar linkage has been provided with the congregate meals program.

Southeast Community College has served as a resource for gerontology programming at the University of Nebraska. The University's educational television station, in a program about Nebraska senior citizens entitled "The Grand Generation," has utilized subject material supplied by the college.

The impact of the increased thrust toward serving the elderly on the college has been extensive. The original project included only the Lincoln campus. However, due to the success achieved there, the developed programs will be expanded to cover the 15-county area that is served by the three campuses of the college.

Another college-wide impact has been the change in curriculum. Components on aging have been added to programs designed to prepare students to work in such fields as mental health, food service, and nursing. These components will produce persons with the capabilities to specifically gear their services to geriatric clients.

Additionally, a special interest series for senior citizens was

offered as part of the community services programming. The nine-week series on consumer interests was reported weekly in the local newspaper to provide even wider exposure of information of interest to elderly consumers. Topics included social security benefits, tax benefits, travel package tours, nutritional labeling, nutrition for health, wills, nursing homes, and funeral costs.

Other activities developed and expanded through the increased awareness of need for serving senior citizens include:

1. Outreach activities planned to encourage and mobilize senior citizen participation in existing adult and continuing education programs.

2. Exploratory actions to examine roles of local, regional, and state planning and coordinating efforts directed towards the unique situations of senior citizens.

   a. to determine the specific needs of older adults in the community not now being met by existing agencies and services;

   b. to establish priorities and identify a definitive mission for dealing with expressed needs; and

   c. to consider the potential role of communications technology in providing effective delivery systems.

3. Pre-retirement planning programs designed to facilitate role-definition activities which provide opportunities for acquiring attitudes, skills, and knowledge leading to satisfaction and fulfillment in later years.

Focus on Pre-retirement Education

In consultation between Southeast Community College and the Nebraska Commission on Aging, it was decided that initial priority and emphasis of resources would be placed on fulfilling the recognized community need for pre-retirement education. An advisory committee, set up for the purpose of ensuring citizen input into program development, and composed of a wide variety of individuals and representatives of groups interested in the problems of older Nebraskans, concurred in this decision.

The following section reviews materials prepared by the staff of Southeast Community College in response to the priority stated above. The outline of the Pre-retirement Planning Program is suitable for modification by other interested community colleges to meet local need. Topics covered in the outline include attitudes toward aging, successful retirement, income and expenses upon retirement, and the law pertaining to retired persons.

Pre-retirement Planning Program

The stated objectives to be met in developing the program consisted of the following:

1. Identification of the target population;

2. Determination of where such populations may be found;

3. Assessment of the need for pre-retirement services perceived by such a population;

4. Identification of content required to satisfy the perceived needs, obtained by surveying the population; and

5. Establishment of the elements of the phases of the program as determined in 4 above (including composition of the sessions, course materials, resource persons, costs, meeting sites, publicity and methods of evaluation).

The target population was identified as all persons, age 50 and over, who lived in the service area of the college. These persons would be found in industry, retail sales, financial institutions, or as members of unions, self-employed, or in small groups with insufficient numbers to support such a program. In the latter case, two or more small groups might combine for the program.

Specific needs that a pre-retirement program might meet deal with are developing and/or sustaining feelings of self-worth, developing an awareness of alternatives for retirees, and exposing persons to the existence of resource agencies and persons. Each pre-retirement group to be served would be questioned to determine specific content to be incorporated into the model of a previously developed training package.

The program, as developed, was expected to meet the following needs:

1. the need for a continued sense of self-worth, and

2. the need for information about the aging process, living arrangements, budget changes, and laws that impact on the retiree.

The first session is designed to introduce the participant to the fact that retirement is a personal event. During the meeting time, personal feelings and ideas about retirement are examined. The film, "The Rest of Your Life" is determined to be an excellent resource for introduction to the subject of retirement as a personal life event.

Recognizing that actual life situations are important in the process of education, the second session utilizes personal sharing by some retirees in demonstrating successful retirement models. While all elements of a person's life cannot be matched to a model, often some similarities can be

found. It is helpful to include models of varied life styles during this session.

The last four sections of the program are interchangeable. Their order in insignificant; however, all of the elements are important to include.

Explanations of the normal process of aging performs dual functions. On the one hand, knowing the general process of normal deterioration can alleviate some anxiety at the loss of energy, or other slowing down; on the other, specific danger signals can be highlighted to provide an awareness of when treatment might be indicated. Also included with this session is the desirability of maintaining as much growth as possible until death. Second career possibilities, volunteer work, and other creative uses of leisure time ensure that growth will not stop at retirement.

The question of where and how to live is a perplexing one for many retirees. Questions such as should they stay in the same area where they have long time friendships, should they stay in the same house even though it requires a lot of upkeep, or should they move into a retirement community with easy upkeep homes, or to an easier climate, closer to children or other relatives, or what? What supportive services are available for independent living when chronic health problems arise? Alternative answers to the questions are discussed in the large groups, but opportunity for evaluation of the information on a personal basis is available in a small group setting.

Since Social Security provides retirement income for a great proportion of retired persons, a valuable resource person for a pre-retirement program is a representative of the Social Security Administration. The importance of income in addition to Social Security payments is stressed. Alternative sources of money income, methods of supplementing money income through discounts and careful purchasing are discussed.

How the law affects retired persons, what special provisions are available for tax relief, how to set up trusts for conserving inheritances, why wills are important, what kind of planning can be done, and how to make the most effective use of available insurance are vital to retirement planning. The necessity for advice from a lawyer and how to obtain legal counsel are also discussed.

Reaching out into the Community

A program is only as effective as it impacts on people it is meant to reach. It became apparent early in the project at Southeast Community College that a major effort would need to be undertaken to alert the community of the college programs for older members of the community. Promotional letters were sent to businessmen and civic groups in the Lincoln, Nebraska area informing them of the programs at the college. Posters were sent with the letter for posting on bulletin boards. The motto of the program, "Failure to Prepare is to Prepare for Failure," was used to direct

attention to the poster.

Additionally, the program was given wide coverage in local newspapers. As activities took place, stories appeared in the newspapers giving a wide range of ready access to the information regarding the efforts of the college.

Participants in college programs are required to evaluate the total program. This demonstrates the intent to improve programs by expanding community support. Suggestions to make modifications have been incorporated into the programming.

The advisory committee which was established by the college proved to be valuable not only in contributing to the development of activities but also in assisting the college to publicize its efforts. Much of the success of the efforts of the college is due to the commitment given to the college by the members of the advisory committee.

Goals for the Future

The college sees its mission to expand in both breadth and depth the programs already implemented, and to put into operation plans that have been made.

Of top priority is to exert influences to develop a statewide network among community colleges. A statewide plan is seen as being desirable. A number of community colleges have expressed interest in a statewide approach.

Further, the college intends to cooperate with state units interested in the needs of senior citizens to develop new ways in which older Nebraskans may be assisted to enter retirement with optimism. This is felt to be particularly important in Nebraska since the average lifespan extends seven years above the usual retirement age of 65.

THE ROLE OF FLATHEAD VALLEY COMMUNITY COLLEGE IN DEVELOPING SERVICES FOR THE ELDERLY

by

Harold B. Ingalls

Introduction

As a result of the increasing concern for the plight of the elderly in this nation, the Older Americans Comprehensive Services Amendments of 1973 established a foundation upon which to build programs in partnership with older citizens, community agencies, state and local governments and the federal government. The goals of the legislation were to coordinate present services, to ascertain gaps in services, and to develop and implement programs to complete a comprehensive system of resources for the elderly.

Flathead Valley Community College (FVCC) recognized the possibilities for service by their organization in this area and acted to promote funding for developmental programs. The American Association of Community and Junior Colleges (AACJC) elected to fund a grant for FVCC as one of five two-year colleges in the nation to develop and test concepts, materials, and techniques related to manpower development in the field of aging, and to the expansion of the role of community and junior colleges in providing direct services for senior citizens. The Montana Aging Services Bureau matched the AACJC grant, and the college provided "in kind" support.

College staff aided the county commissioners in creating the Flathead Valley County Council on Aging (FVCCA), and obtained assurance of federal funding through state and national sources. Further, the philosophy of the college, defined by its acknowledgement of responsibility to serve the whole community, led to multi-faceted support of the work of the council in its first year of existence.

College Response to the Community

Flathead Valley Community College is located in Northwestern Montana in the Rocky Mountains. The area, with its mountains, lakes, streams, and relatively mild climate (similar to the Puget Sound area), has been a prime retirement location for people from all parts of the state. As a result, 21 percent of the population of Kalispell, the site of FVCC, consists of persons age 60 and over. The high percentage of retired citizens in the community has led the college to place a high priority on programs for senior citizens.

There are three aspects of the college response to the senior citizens of the community:

1. outreach programs,

2. information and referral, and

3. coordination with councils on aging at various levels.

Outreach activities vary widely in scope. Free tuition is offered to senior citizens for all academic, occupational, and community service classes on a space available basis. Specialized courses are available with a minimal tuition of $5.00. Admission to dress rehearsals of all drama and musical events is free. College vehicles are available for transportation by senior citizens on an ability to pay basis. In addition, the COA newsletter (published by the County Council on Aging) is printed and distributed through college services.

The college program has moved out to senior centers. Recreation classes of the college provide programs of recreation and fitness in the centers. There is an emphasis on performances by musical and other collegiate groups at senior centers and for senior organizations. A comprehensive arts and crafts program, using the resources of the elderly with special skills to be instructors, has been developed.

College student clubs helped furnish the senior centers by gathering furniture for use in the facilities provided, thus creating some understanding and feeling between the generations.

Finally, the college sponsors a Retired Senior Volunteer Program (RSVP), utilizing student assistance in organizational procedures. Since its inception, the senior volunteers have learned new skills, developed new interests and made a contribution to the life of the community. The program at FVCC is considered one of the best in the state.

A novel program of information and referral has been implemented with the aid of television. Inasmuch as 80 percent of the college service area is covered by cable television, a broad variety of educational, cultural, social, and recreational services can be delivered inexpensively through the cable television system. One of the most successful pilot efforts during the first year of the program was a weekly news broadcast for senior citizens, "These Are the Days." Features include national and state news pertaining to benefits for older citizens; local events and happenings; hints on Social Security, health, and nutrition, and the very popular short video clips of local history entitled "Those Were the Days."

The use of television in information and referral services for the elderly has been highly effective since television is a chief source of information for the retired population. When coupled with the COA newsletter, information and referral services in the Flathead Valley reach nearly 100 percent of the target population.

The coordination function of FVCC with local and area councils on aging has benefited the community at large. Most of the efforts of the designated planning coordinator of the college have been in the area of coordinating programs and services between the local council on aging

and FVCC.

Coordination between FVCC and Councils on Aging

Ties between the community college and the Council on Aging are very strong in Flathead Valley. The president of FVCC was elected to be the first chairman of the Flathead Valley Council on Aging. The college has furnished meeting and office space as well as support services for the council. When the seven county Western Montana Area Council on Aging is formed, it, too, will be housed at FVCC. Students of the college, particularly those in the Human Services Technology Program, have assisted in surveys, data analysis, and development of plans to aid the councils in their program development.

Two surveys were conducted to determine areas of priority needs of the target population. The first survey sought to reveal general information of the county's senior residents, needs of people in general, and personal needs and satisfactions. The survey results are based on 314 returns. In response to the request for ranking of the given priority needs of retired persons, the respondents listed their choices in the following order:

1. financial,
2. housing,
3. medical,
4. family,
5. nutrition,
6. transportation, and
7. hobbies.

Personal needs expressed included:

1. to be needed,
2. companionship,
3. to accomplish more,
4. money to live on,
5. part-time work,
6. transportation, and
7. physical assistance with housework and home repairs.

The second survey consisted of a card which requested the senior citizen to select and rank 6 of 11 most important needs for service to older members of the community. Results of the second survey showed the following rankings:

1. preventive health program,
2. home health services
3. transportation (local and RSVP bus combined)
4. low-rental housing
5. legal aid services
6. nutrition program

7. information and referral
8. senior citizen annual budget
9. older Americans building fund
10. other senior center.

A priorities and program committee of the board of the Council on Aging reviewed the results along with other aspects of preliminary work. Other projects, not covered by the survey were also considered. In dealing with the setting of priorities, the reality of funding probability was also considered. Recommendations of the board determined the following priorities (in order):

1. transportation
2. obtaining the assurance that "in kind" support from FVCC will be continued
3. combined health program
4. nutrition
5. coordinator (part-time) of planning for aging projects
6. low-rent housing
7. newsletter publication
8. information and referral
9. legal aid
10. continuing eudcation for senior citizens

Proposals for the Future

Opportunities for service to the aging by the college are limited only by failure to recognize them or by inadequate human and/or economic resources to take advantage of them. The small experience gained in holding continuing education courses for retired persons gave clear assurance that people will respond to offerings. Efforts will be made to hold courses in field locations to enable more persons to participate.

Pre-retirement preparation courses, involving both labor and management, will be developed. Much energy will be required to produce appropriate programs to meet the diversity of needs for pre-retirement education in the community, but it is easily one of the most important services that FVCC and the Council on Aging could provide.

The Human Services Technology curriculum will be adapted to fill a supportive role for elderly programs. New opportunities, methods, and resources will be developed to aid in the adaptation.

A proposal has been made for a Health Services Program in the college. Opportunities exist for cooperation with the Flathead Health Center in the field of nursing education. Refresher courses for both registered and practical nurses would increase the health manpower supply and lead to improved health services for the elderly. In-service training could provide manpower for preventive health clinics. The benefits of improving the quality of non-institutional health care would be community wide.

Conclusion

Much has been done in Flathead Valley as a result of the acknowledgement of need for community intervention in the lives of retired and elderly individuals. Most encouraging has been the effective coordination of activities between the Flathead Valley County Council on Aging and the Flathead Valley Community College. The retirement community of Montana has demonstrated the efficacy of community college involvement with local councils on aging in helping to solve the special problems of senior citizens.

RESPONDING TO THE NEEDS OF THE AGING: THE APPROACH AT COMMUNITY COLLEGE OF ALLEGHENY COUNTY

by

Doreen D. Heller

Background of the Problem

Most Americans today do not feel comfortable with the aging process. We are youth-oriented--as evidenced by our educational system, our television programming, and our retirement policies. Our cultural attitude toward old age is one of negativism. Numerous studies have shown that attitudes and values related to aging and older persons develop during childhood and tend to persist throughout life. Thus, the elderly themselves tend to have a negative outlook on old age.

Education traditionally is seen as a process of socialization and preparation for the young. There are courses for children, college students, and young and middle-aged adults to help them understand, and more easily accept their own developmental processes. But education is a lifelong process, and educational programs for senior citizens should be an important part of the educational system.

Until recently, most of our efforts for the senior age group have centered on meeting basic needs, such as housing, nutrition, health, and income. A new thrust has arisen from the growing realization that we must help citizens of this age group to develop intellectually and creatively. Further, a new awareness of the life experience of elderly persons as being a valuable educational resource has emerged.

Recent research has demonstrated that capacity for mental activity does not cease with old age. When you stop to realize that Cato learned Greek at 80, Sophocles wrote his Oedipus when he was 75, Chaucer at 60 wrote the Canterbury Tales, Goethe completed Faust when he was past 80 years of age, and Golda Meir is 75, it is easy to see that declining mental capacity is not synonomous with old age.

An elderly person can be utilized in the role of instructor, tutor, counselor, or consultant on either a paid or volunteer basis to share the resource of a rich life experience with persons in an earlier stage of development and with a shorter life history. Unfortunately, these human resources too often lie fallow. One exception may be found in the Boston School System. There, a program has been established to send seniors into the classroom, particularly in history courses, to serve as primary sources for students. They discuss in-depth the problems of the Depression, and in detail the World Wars from their point of view. Community colleges are in an excellent position to do the same.

Statement of the Problem

Change of experience by older persons, both internal and external, makes continuing education imperative. Maintaining spiritual well-being is particularly hard for older people because of losses they encounter as the years pass--loss of loved ones, loss of role status, loss of health, loss of income. Self-esteem, reflected by their place in society, is assaulted. The changes impel the elderly to adapt, as indeed they have through their lives. However, as people age, the meaning of their lives becomes less clear and traditional ways to fulfillment become blocked. The basic need for a feeling of dignity and worth that in the past had been fulfilled by work and production, must be met in some other way. A society that respects its elderly members and recognizes that leisure as well as work has a value which provides a meaningful role for older persons fosters the development of a wholesome and hopeful philosophy of life.

There are three basic concerns for community colleges to consider in meeting the needs brought about by the increasing numbers of elderly persons in our society.

The first is manpower training. Courses and curricula need to be developed in our colleges and universities to train young and old alike to care for and work with the elderly. The skills of those people now employed in hospitals, nursing homes, and social agencies must be upgraded. New techniques of service that are developed and tested must be passed on to the workers in the service delivery system.

The second concern is that of direct service. Our seniors must become involved in interaction with young people in actual classroom situations. Unfortunately, up to the present time, short courses and lectures covering housing, medicare, health, income, social security, adjusting to retirement, nutrition, and employment and service opportunities have been the rule. Among other programs, preparation for second careers is important as retirements occur earlier and earlier in the life of the individual.

The third area of concern is volunteerism. There is a need for the training of volunteers actually working in programs, and seminars for volunteer directors to increase the effective utilization of senior power. Meaningful volunteer activities benefit all of society; the individual volunteer feels a sense of contribution to society which heightens his feeling of self-worth; and society reaps the benefit of his life experience.

Overriding all these programmatic concerns, however, is the need to have the elderly themselves take a great part in planning any program. Their needs must be assessed, their voices must be heard, and their ideas must be incorporated into the final product. Successful programming depends on their input.

The Approach at the Community College of Allegheny County

The Community College of Allegheny County (CCAC) (Pennsylvania) is committed to the concept of educating senior citizens. There is a genuine commitment to providing educational opportunities for the entire population of Allegheny County. A full-time coordinator of aging projects was appointed as the result of a grant from the American Association of Community and Junior Colleges to research and develop curriculum for the elderly living in a complex urban setting. An advisory council was appointed to assist in the development of innovative and substantive programs for older adults and for those working with them. Several council members came from the professional field; however, most of them were retired but active individuals.

Relationships were immediately established with many social service agencies in Pittsburgh and in Allegheny County. One of the most immediate needs to surface as a result of this contact was manpower training. College resources and program efforts in the first six months of the project focused on manpower training.

-- In cooperation with the local Council on Aging, program-solving seminars for professionals working in the field of aging were developed.

-- In-service training for supervisors in senior citizen centers was conducted with the City of Pittsburgh.

-- Presently in the developmental process are in-service courses for nursing home and residence home staffs in the area.

-- A 100-hour training course is being conducted for homemaker/home health aides who serve the elderly under the auspices of the Visiting Nurse Association and the Adult Services Division of the Allegheny County Department of Social Services.

-- A program was developed in cooperation with Meals on Wheels in which basic casework skills were taught to the volunteers who delivered the meals.

-- Four seminars on nutrition were held for volunteers working in Meals on Wheels kitchens.

-- Five series of seminars are being developed and sponsored by CCAC for the Retired Senior Volunteer Program (RSVP): one for volunteer directors and their staffs to develop methods of using the creative talents of volunteers more effectively; and four for volunteers working in various settings: (1) in the area of child development; (2) in general hospitals; (3) in museums and the Better Business Bureau; and (4) in convalescent and nursing homes.

-- Credit courses were offered in sociology and recreation therapy for volunteers in the Foster Grandparent Program.

-- Just completed is a five-week program for clergymen designed to improve their understanding of the aging process. Resources available in the Pittsburgh area to aid them in ministering to the older adult in the community were described.

-- A one-day seminar was conducted for Baptist laymen in the expectation that parish ministers could use lay help in ministering to the needs of the elderly.

The advisory council helped direct the elderly in planning to meet their own needs. Members of the council first advised an assessment be made of the needs of the elderly living in the community. Involvement and commitment of the council members can be best summed up by one of the prospective members when he was asked to serve on the council: "I suppose I must accept this challenge for we shall not pass this way again, but between us we may get the road improved while we are here."

-- An afternoon spent at a senior center led to interest being expressed by seniors for dance and volleyball instruction. This interest fostered active support of a 15-week course entitled "Fitness over Fifty." Sinple breathing exercises led to immediate improvement of the problems they experienced with shortness of breath. The instructor had had little previous contact with the elderly, but worked slowly and carefully, developing the course as it progressed.

-- A working relationship with the Craftsman Guild in the Pittsburgh area led to classes in painting, ceramics, and weaving being offered in aggregate housing units and senior citizen centers.

-- As a result of a survey of residents in a building for seniors able to live independently, classes in Jewish Culture and the Psychology of Aging were conducted.

-- In a more confining residence, a program on the history of Pittsburgh has just begun. Class meetings are informal, consisting of dialogues between students and the instructor.

-- One of the most prominent concerns of elderly persons is their fear of being a victim of crime. The athletic director at one of the campuses became interested in the safety and security of elderly women. He developed and taught a course in personal safety at a county housing unit. One of his students, 70 years old, had not been out of her apartment in two years because of her fear. Interest in the program had been evident throughout the community. In the future, the course will be greatly expanded and adapted to meet the needs of individual students and

the geographical area in which it is to be taught.

-- Finally, in May, the college is co-sponsoring a Senior Fair involving state, county, and city officials. One goal of the fair is to create an awareness of the needs and concerns of older adults on the part of the younger members of the community. Another goal is to acquaint the seniors with programs and opportunities available to them.

It has been a great advantage to have a full-time staff person as coordinator to implement all the programs for the elderly in the CCAC system. Cooperation was immediately established with the campus directors of community service. Regular meetings are held to discuss current programs and problems, as well as future plans. Cooperation and joint sponsorship have been established with most social agencies serving the county. Because of the availability of an individual representing the entire college who can discuss and solve problems of an educational nature, more effective, direct service can be given to the elderly in the county. The coordinator served as a member of the task force on education for the county-wide model of the Health and Welfare Department, as educational consultant for the Governor's Council on Aging (Western Region) and the Pennsylvania Specialists on Aging. Joint and cooperative programs are currently being planned between the community college and the other institutions of higher education in Pittsburgh. Resources of all the local colleges and universities are now easily and readily available for the promotion of educational response to needs of the elderly in Allegheny County.

Because of the relationship established with AACJC, the coordinator has taken part in three conferences on "The Role of the Community College in Serving the Aged." From information obtained at the conferences, it appears there is more substantive activity in Allegheny County than in many other community college jurisdictions, primarily due to the full-time status of a staff person to implement and coordinate programs.

All of these activities have occured in the span of nine months. We feel this indicates a tremendous need and desire by social agencies and individual citizens to support the educational system in its reaction to the awareness of need in our senior population.

Conclusion

The CCAC philosophy has led us to take our programs to the elderly in surroundings familiar to them. Classes, seminars, lectures, film series, and short courses are being conducted throughout the county in housing units, senior centers, churches, hospitals, nursing homes, and residence homes. These are just a sampling of the kinds of things that can and should be done.

Immediate plans for the future include expansion of existing programs. Presently, a lecture series entitled, "The Later Years," is being devel-

oped to tour the county. The series will include cultural programs, concerts, dramatic presentations, travelogues, consumer education, safety education, and health education.

The basic mission of CCAC is to make the elderly a visible constituency of the community college system. It is time to link the wisdom and knowledge of the past with the hope and curiosity of the future.

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